

Grade 12



myPerspectives  
ELD Companion Workbook  
Answer Key



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# myPERSPECTIVES ELD COMPANION WORKBOOK ANSWER KEY GRADE 12

## Page 2

**Use What You Know** Responses will vary.

**Text Structure** Students should circle the word *wail*. Responses will vary.

**Reading Strategy: Preview** Responses will vary.

## Page 3

**Reading Strategy: Preview** Students should circle the subheading *Anatomy of the Ear*.

In their responses, students should indicate the section will be about the parts that make up the ear.

**Comprehension Check** Students should underline the sentence *The eardrum is a thin membrane that is stretched tight, like the head of a drum*. Responses will vary.

**Text Structure** Students should underline the sentences *Behind these bones . . . auditory nerve to the brain*.

Responses will vary, but students should indicate that the cochlea is filled with liquid and tiny hair cells.

## Page 4

**Text Structure** Students should underline the sentence, *For example, when a bell is rung, the metal vibrates*.

Responses will vary.

**Comprehension Check** Students should underline the words *the number of times the air vibrates*. In their responses, students should indicate that frequency determines how high or low a sound is (pitch).

**Comprehension Check** Students should underline *loud sounds* and circle *softer sounds*. Responses will vary.

## Page 5

**Reading Strategy: Preview** Students should underline the subheadings *The Act of Hearing* and *Hearing Problems*.

The first section will describe how we hear and the second will describe some problems people can have with their hearing.

**Text Structure** Students should circle the words *collect* and *funnel*. Responses will vary.

**Comprehension Check** Students should underline *A person with hearing loss may not be able to hear some sounds or may have particular difficulty when there is background noise*. Students may list *age*, *illness*, and *injury*.

## Page 6

**Reading Strategy: Preview** Students should draw arrows to the words *blocks*, *substance*, *prevented*, and *artificial*.

Responses will vary.

**Text Structure** Students should underline *Earwax is a sticky substance produced inside the ear canals . . .*. When earwax builds up, it blocks the ear and causes hearing problems.

**Comprehension Check** Students should underline *when the stirrup bone is prevented from vibrating because of abnormal bone growth*.

Responses will vary, but students should indicate that the vibration of the stirrup bone allows sound waves to move to the inner ear.

## Page 7

**Reading Strategy: Preview** Students should underline *Deterioration of the cochlea due to age* and *Injury to the cochlea due to noise*.

Both paragraphs will explain problems with the cochlea. The first paragraph will describe problems due to age. The second paragraph will describe problems due to injury.

**Comprehension Check** Students should underline *Hearing aids*.

They amplify sound.

**Comprehension Check** Students should underline *When loud noise causes the hair cells in the cochlea to vibrate too forcefully, they can bend or break*.

Responses will vary but should include avoiding loud noises.

## Page 8

**Reading Strategy: Preview** Students should underline *Turn down the volume* and *Wear earplugs*. Responses should indicate that the paragraphs will describe two ways to prevent hearing problems.

**Comprehension Check** Students should underline *turn the music volume down low. Experts caution that ear buds should never be worn for more than two hours at a time*.

Responses will vary, but may include that exposure to loud sounds, including music, can damage the hair cells in the cochlea and lead to loss of hearing.

**Text Structure** Students should underline the sentence *Wear earplugs during any activity that exposes you to loud noise*.

Responses will vary.

## Page 9

**Comprehension Check** Students should underline the sentence *Each ten-point increase on the decibel scale represents a tenfold increase in sound intensity over the previous level*.

The rock concert is 20 times louder.

**Text Structure** Students should underline *Decibels*, *Example*, and *Dangerous Exposure*. A decibel level of 0 is the lowest sound we can hear.

**Comprehension Check** Students should underline 180. If you are exposed to that decibel level, you will definitely lose hearing.

**Page 10**

**Retell It!** Descriptions should indicate that a model of the human ear should have three major parts: the outer ear, the middle ear, and the inner ear. The outer ear includes the outside of the ear, the ear canal, and the eardrum. The middle ear includes the hammer, anvil, and stirrup. The inner ear includes the cochlea.

**Reader's Response** Responses will vary.

**Think About the Skill** Responses will vary.

**Page 12**

**Edit for Meaning**

**Paragraph 1 error:** the exact same sounds

**Correction:** different sounds

**Paragraph 2 error:** waves are used

**Correction:** decibels are used

**Page 13**

**Focus on Details**

- |              |               |
|--------------|---------------|
| 1. vibration | 6. artificial |
| 2. frequency | 7. device     |
| 3. volume    | 8. wail       |
| 4. eardrum   | 9. funnel     |
| 5. cochlea   | 10. decibel   |

V + + A R T I F I C I A L + + +  
+ I + + + + + + + + + + + + + +  
+ + B + + + + + + + + + + + + + +  
+ + + R + + + + + + + + + + + + + +  
+ + + + A + + + + + + + + + + + + + +  
+ + + + + T + + F + + + + + + W  
+ + + + + I + U C O C H L E A  
+ + + + + + O N + + + + + + I  
+ + F R E Q U E N C Y + + + + L  
+ + + + + + + E + + + + + + + +  
+ D E C I B E L L + + + + + + + +  
+ E + + + + + + + + + + + + + + +  
+ V + + + V O L U M E + + + + + + + +  
+ I + + + + + + + + + + + + + + + +  
+ C + + + + + + + + + + + + + + + +  
+ E + E A R D R U M + + + + + + + +

**Page 16**

**Use What You Know** Responses will vary.

**Text Structure** Students should circle the word *gaze*. Responses will vary.

**Reading Strategy: Skim** Students should circle the word *socket*. Six small muscles hold the eyeball in place inside the socket.

**Page 17**

**Reading Strategy: Skim** Students should underline the words *cornea*, *iris*, *pupil*, *lens*, *retina*, and *optic nerve*. Responses will vary.

**Text Structure** Students should draw a box around the word *lens*. Responses may vary. Students should indicate that the lens is a part of the human eye. It is clear and curved and can change its shape to focus light.

**Comprehension Check** Students should underline the words *rods* and *cones*. Responses will vary.

**Page 18**

**Comprehension Check** Students should underline *The muscles in the iris control the amount of light that enters the pupil. For example, on a very bright, sunny day, the muscles in the iris will tighten to make the pupil smaller. And When it is dark . . . take in more light.* Responses will vary, but may indicate that sunglasses allow the muscles in the iris to relax more.

**Reading Strategy: Skim** Responses will vary, but should mention the lens's shape-changing and the *sharpness* of vision.

**Comprehension Check** Students should underline, *objects . . . when they're close* and *objects . . . when they're farther away.* When looking at a faraway object, one's lenses are long and flat.

**Page 19**

**Text Structure** Responses will vary.

**Reading Strategy: Skim** Few people have perfect vision.

**Comprehension Check** Students should underline the sentence *All of these things make for less than perfect vision, unless corrective lenses (eyeglasses or contact lenses) are worn.* Responses will vary.

**Page 20**

**Reading Strategy: Skim** Students should circle the sentence *Nearsightedness occurs . . . that are close appear clear.* Responses will vary.

**Comprehension Check** Students should underline *Corrective lenses bend the light inward so that it focuses directly onto the retina.*

Farsightedness would make it difficult to read this page because it makes things close up appear blurry.

**Reading Strategy: Skim** Students should circle the two sentences *Farsightedness occurs . . . distant appear clear.*

Responses will vary.

### Page 21

**Reading Strategy: Skim** Responses will vary, but should mention that we see colors based on which light is reflected into our eyes.

**Text Structure** Students should circle *Isaac Newton.* He discovered that sunlight or pure light is not white, but is made of many colors.

**Comprehension Check** Students should underline *For example, a red strawberry . . . absorbs all the rest of the light.*

Responses will vary, but should mention that bananas reflect yellow light.

### Page 22

**Reading Strategy: Skim** The term *nerve impulse* appears in the fifth sentence.

Nerve impulses report the color and brightness of light to the brain.

**Text Structure** Students should underline the two sentences *For example, if only the red-sensitive cone . . . color must be yellow.*

Responses will vary but may include that the brain blends impulses from cones.

**Comprehension Check** Students should underline *The brain's ability to blend colors is what enables us to see the full spectrum of colors, made up of different combinations and intensities of blue, green, and red.*

Responses will vary.

### Page 23

**Reading Strategy: Skim** Students should underline the sentence *Some people's retinas are missing one or more cones, causing color blindness.*

Responses may vary. Students should indicate that missing one or more cones causes color blindness.

**Text Structure** Students should circle *Most people who are color-blind can see some colors, but they often confuse one color with another.*

Responses may vary.

**Comprehension Check** Students should underline the final sentence in the paragraph.

Responses will vary, but may include that the position of the light on the signal is a clue.

### Page 24

**Retell It!** Responses will vary.

**Reader's Response** Responses will vary.

**Think About the Skill** Responses will vary.

### Page 26

**Edit for Meaning**

**Paragraph 1 error:** because it absorbs red light and reflects all the rest

**Correction:** because it reflects red light and absorbs all the rest.

**Paragraph 2 error:** white when it absorbs all light . . . black when it reflects all light.

**Correction:** white when it reflects all light . . . black when it absorbs all light.

### Page 27

**Focus on Details**

**Across**

2. Cornea
4. Pupil
7. Complicated
8. Impulse
9. Cone

**Down**

1. Sharpness
2. Combination
3. Blurred
5. Iris
6. Socket

### Page 30

**Use What You Know** Responses will vary.

**Text Structure** Responses will vary.

**Reading Strategy: Use Visuals** Students should draw a check mark next to one of the figures in the reading.

Responses will vary.

### Page 31

**Comprehension Check** Students should underline *they have many traits that exist in only two forms and garden peas produce a large number of offspring in one generation.*

Responses will vary but students note that it would be more complicated to study traits that take many forms, or that there would be less data to study if the plants produced fewer offspring.

**Text Structure** Students should circle the word *data.*

Thus, it is easy to collect large amounts of information to analyze.

**Reading Strategy: Use Visuals** Students should draw boxes around the labels *Petal, Pistil, and Stamens.* Responses will vary. Students might indicate that the picture shows what the pistil and stamens look like or how the petals surround the pistil.

**Page 32**

**Comprehension Check** Students should explain that pollen from one flower lands on the pistil of the same flower.

Students should circle the term *self-pollinating*.

**Text Structure** Students should draw a box around the subheading *Mendel's Experiments*. This section will describe the experiments Mendel performed on pea plants to learn more about inherited traits.

**Comprehension Check** Students should underline *To produce purebred plants, Mendel allowed peas with one particular trait to self-pollinate for many generations*. In their own words, students should explain that a purebred plant is one that always produces offspring with the same form of a trait as the parent.

**Page 33**

**Comprehension Check** Students should underline the sentence *In his first experiment, Mendel crossed purebred tall plants with purebred short plants*. The parents were called the P generation. The offspring were called the F<sub>1</sub> generation.

**Reading Strategy: Use Visuals** Students should draw boxes around *P Generation, F<sub>1</sub> Generation, and F<sub>2</sub> Generation*.

The text explains which types of plants belonged to which generation.

**Comprehension Check** Responses will vary, but students should explain that Mendel probably expected that some offspring would be tall and some would be short.

**Page 34**

**Comprehension Check** Students should underline the sentence *Mendel let the plants in the F<sub>1</sub> generation grow and allowed them to self-pollinate*. Responses will vary but should include the idea that the shortness trait had reappeared.

**Text Structure** Students should circle F<sub>2</sub> twice and F<sub>1</sub> twice. Students should indicate the subscript is used to distinguish the two offspring, or filial, generations.

**Comprehension Check** Students should underline *He found that about three fourths of the plants were tall, while one fourth of the plants were short*. Approximately 15. One fourth of 60 plants were short.

**Page 35**

**Reading Strategy: Use Visuals** Students should underline the caption *Figure 3. Traits of pea plants*. The caption explains that different traits of pea plants are shown on the chart.

**Text Structure** Students should list three of the following: seed shape, seed color, seed coat color, pod shape, pod color, flower position, or stem height.

**Comprehension Check** Only one form of the trait appeared in the F<sub>1</sub> generation. However, in the F<sub>2</sub> generation the "lost" form of the trait always reappeared in about one fourth of the plants. Students should draw a box around the term *F<sub>2</sub> generation*.

**Page 36**

**Text Structure** Students should circle the subheading *Dominant and Recessive Alleles*. Responses will vary. A possible answer is *What is the difference between dominant and recessive alleles?*

**Comprehension Check** Students should underline *Mendel went on to reason that one factor in a pair can mask, or hide, the other factor*.

The tallness factor masked the shortness factor in the F<sub>1</sub> generation.

**Reading Strategy: Use Visuals** Responses may vary. Students might suggest showing pictures of the male and female parents or including a chart to show which factors might be contributed by the male parent and which might be contributed by the female parent.

**Page 37**

**Comprehension Check** Students should underline the sentence *They call the different forms of a gene alleles (uh LEELZ)*.

The gene that controls stem height has two alleles, one allele for tall stems and one allele for short stems.

**Text Structure** Students should circle *(uh LEELZ)*. Responses will vary.

**Comprehension Check** Students should draw a box around *two alleles*. Pea plants can inherit either two alleles for tall stems, two alleles for short stems, or one of each.

**Page 38**

**Comprehension Check** Students should underline *Some alleles are dominant, while other alleles are recessive*. Dominant alleles

**Text Structure** Students should circle the term *organism*. Responses will vary.

**Comprehension Check** Students should draw a box around the word *dominant*. Only a pea plant with two recessive alleles for stem height has short stems.

**Page 39**

**Comprehension Check** The two stem height alleles were the same in purebred plants. No, both types of plants only had two alleles for stem height.

**Text Structure** Students should underline *The F<sub>1</sub> plants are called hybrids (HY bridz) because they have two different alleles for the trait.*

Responses will vary. Students should indicate that all the F<sub>1</sub> plants are tall because the dominant allele for tall stems masks the recessive allele for short stems.

**Comprehension Check** Students should circle the sentences *Other plants inherited two recessive alleles for short stems. These plants were short.*

The tall plants were the ones that inherited two dominant alleles for tall stems or one dominant allele for tall stems and one recessive allele for short stems.

**Page 40**

**Text Structure** Students should draw a box around the term *shorthand*.

Responses will vary. Answers should indicate students understand that shorthand means *a fast method of writing using shorter forms to represent words and phrases.*

**Comprehension Check**

- 1. T; 2. t

Students should underline the designation *Tt*.

**Reading Strategy: Use Visuals** Students should circle the allele labels ("TT" etc.) under the plants. Responses will vary, but students will probably note that the new labels help them understand the way the allele designations represent traits.

**Page 41**

**Comprehension Check** Students should underline the sentence *Unfortunately, other scientists did not understand the importance of Mendel's research.*

Responses will vary. Students might indicate that the research was too ground-breaking for them to understand.

**Text Structure** Students should draw a box around the term *observations*.

They had made many of the same conclusions drawn from carefully watching as Mendel had.

**Comprehension Check** Students should circle the phrase *the Father of Genetics*.

Responses will vary.

**Page 42**

**Retell It!** Responses will vary.

**Reader's Response** Responses will vary.

**Think About the Skill** Responses will vary.

**Page 44**

**Edit for Meaning**

**Paragraph 1 error:** seed size

**Correction:** seed coat color

**Paragraph 2 error:** three fourths

**Correction:** one fourth

**Page 45**

**Focus on Details**

- |              |              |
|--------------|--------------|
| 1. monastery | 6. data      |
| 2. peas      | 7. genes     |
| 3. genetics  | 8. dominant  |
| 4. trait     | 9. recessive |
| 5. heredity  | 10. hybrid   |

**H E R E D I T Y** + + + + + + +  
+ + + + + + + + + + + + + **D**  
+ + + + + + + + + + + + + **D O**  
+ + + + + + + **P E A S** + **I S M**  
+ + + + + + + + + + + **R E** + **I**  
**M O N A S T E R Y** + **B N** + + **N**  
+ + + + + + + + + + **Y E** + + + **A**  
+ + + + + + + + **H G** + + + + **N**  
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+ + + + + + + + + **T R A I T** +  
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+ + + + **G E N E T I C S** + + +

**Page 48**

**Use What You Know** Responses will vary.

**Text Structure** Students should circle the first paragraph.

Responses will vary. Students might indicate that including the story about her uncle puts a human face on the topic for the reader.

**Reading Strategy: Monitor Comprehension**

Responses will vary.

**Page 49**

**Comprehension Check** Students should circle the word *social* in the second sentence.

Responses will vary. Students might indicate that it might be harder for an elderly person to make new friends or get a new job.

**Reading Strategy: Monitor Comprehension**

Students should draw a box around the word *relative* in the first sentence of the second paragraph. Responses will vary.

**Comprehension Check** Students should underline *from about age 40 in 1900 to age 77 today.*

Responses will vary. Students might indicate that many families have members of several different generations or grandparents can be a wide range of ages.

**Page 50****Reading Strategy: Monitor Comprehension**

Students should restate the main idea *Whatever the differences among individuals, the experience of aging is to some extent affected by a society's attitudes towards its elders* in their own words.

**Comprehension Check** Responses will vary. Students should underline a stereotype from the paragraph, such as *We may believe that the elderly regret that they are no longer young*, etc. Responses will vary.

**Text Structure** Students should circle the term *acuity*. For example, in this culture we tend to view old age almost exclusively as a time of diminished physical abilities, health, and mental ability to think quickly and clearly.

**Page 51**

**Comprehension Check** Students should draw a box around the phrase *the nation shifted from an agricultural to an industrial economy*. Elderly people were not seen as vital as young people in the workplace.

**Text Structure** Students should circle the word *irrelevant*. Responses will vary. Answers should indicate students understand that irrelevant means *not useful or important*.

**Reading Strategy: Monitor Comprehension**

Students should underline a detail from the second paragraph, such as *Older workers may face job discrimination*, etc.

Students should rewrite the main idea *Today, bias against the aged continues* in their own words.

**Page 52**

**Comprehension Check** Students should draw boxes around the words *competition* and *cooperation* in the second sentence of the first paragraph. Responses will vary.

**Text Structure** Students should circle the word *honored*, which is a synonym for *revered*. Responses will vary.

**Reading Strategy: Monitor Comprehension**

Students should underline *Traditionally, in East Asian cultures such as those of Japan, China, and Korea, individuals who reach old age are revered, honored for their experience, knowledge, and wisdom*. Responses will vary.

**Page 53**

**Comprehension Check** Students should underline the following, *Asian cultures, African-American, Arab, and Hispanic*.

**Text Structure** Students should circle the word *extend*.

Responses will vary. Sample answers include *stretch, spread, branch out*, etc.

**Comprehension Check** Students should draw a box around *extended family*.

Responses will vary. Students might mention the fact that in an extended family, the older generation might help out with child care, etc.

**Page 54**

**Text Structure** Students should draw a box around the subheading *The Generation Gap*.

Responses will vary.

**Reading Strategy: Monitor Comprehension**

Students should underline the sentence *Different generations often still struggle with what has famously been called the generation gap*.

Responses will vary.

**Comprehension Check**

1. Try to understand each other
2. Mutual consideration for each other
3. Negotiate to reach an agreement

**Page 55**

**Comprehension Check** Students should circle *New Jersey*.

Their average life span is a little more than 91 years of age because they have a healthy diet, access to health care, and are a part of a community.

**Text Structure** Students should draw a box around the term *attribute*.

East Asian in origin, these women give the cause for their longevity—at least in part—to enjoying a healthy diet, having access to good health care, and feeling part of a loving and accepting community.

**Reading Strategy: Monitor Comprehension**

Students should underline *As a society, these are gifts that we surely can attempt to provide to one and all*.

Responses will vary.

**Page 56**

**Retell It!** Responses will vary.

**Reader's Response** Responses will vary.

**Think About the Skill** Responses will vary.

**Page 58****Edit for Meaning**

**Paragraph 1 error:** have tended to leave these attributes behind

**Correction:** tend to behave the same way when they arrive.

**Paragraph 2 error:** who are young

**Correction:** who reach old age

Responses will vary, but underlined sentence should be corrected so that it states that individuals who reach old age are revered.

## Page 59

### Focus on Details

- |                 |                           |
|-----------------|---------------------------|
| 1. YOUTH        | 6. LIFE SPAN              |
| 2. NINETEENTH   | 7. HISPANIC               |
| 3. AGRICULTURAL | 8. VALUES                 |
| 4. NUCLEAR      | 9. CHINA                  |
| 5. EXTENDED     | <b>Answer:</b> IMMIGRANTS |

## Page 62

**Use What You Know** Responses will vary.

**Text Structure** Students should circle the years 1915 and 1920.

At that time, the number of African Americans who moved to the North greatly increased.

**Reading Strategy: Summarize** Responses will vary. Student summaries should explain that in the early 1900s more and more African Americans moved from the South to cities in the North.

## Page 63

**Comprehension Check** Students should circle *Great Migration*. Responses will vary.

**Text Structure** Students should draw a box around the subheading *Seeking a New Start*. Responses will vary, but should mention limitations on blacks' rights in the South.

**Comprehension Check** Students should underline the sentence *Most of the former slave-holding states passed what became known as "Jim Crow" laws—laws that discriminated against African Americans*. Responses will vary. Students might indicate that Jim Crow laws prevented African Americans from having access to the same things as European Americans.

## Page 64

**Comprehension Check** Students should underline *tenant farmers paid rent with a share of crops rather than with money*.

Responses will vary. Students might indicate that sharecropping did not always provide financial gain and there were many obstacles.

**Text Structure** Students should circle *share*. Called sharecroppers, these tenant farmers paid rent with a part of the crops rather than with money.

**Comprehension Check** Students should underline *hate groups such as the Ku Klux Klan were growing stronger*.

Responses will vary, but may mention the relationship between the government and hate groups and the threat of violence against African Americans.

## Page 65

**Comprehension Check** Students should underline *some African Americans decided to migrate*. The North offered them more job opportunities.

**Text Structure** Students should circle *steel mills, railroads, and factories*.

Students should list three of the following: farmers, doctors, ministers, teachers, and/or artists.

**Comprehension Check** Students should draw a box around *World War I*.

Responses will vary, but students should mention the decrease in European immigration during the war and lack of workers as a result.

## Page 66

**Comprehension Check** Students should circle *car, boat, and train*.

Responses will vary, but may mention separation.

**Text Structure** Students should circle the word *barred*.

Responses will vary.

**Reading Strategy: Summarize** Students should underline the sentence *Although the migrants faced many obstacles in their new homes, life in some ways was improved*.

Responses will vary.

## Page 67

**Comprehension Check** Students should draw a box around the following passage *For example, Detroit's African-American population increased by more than 600 percent in ten years. Philadelphia's rose by 500 percent*.

Responses will vary, but may mention high death rates, overcrowding, and health problems.

**Reading Strategy: Summarize** Responses will vary.

**Comprehension Check** Students should underline the sentence *Even some well-to-do African Americans, born and raised or long settled in the urban North, did not at first accept the migrants*.

Responses will vary. Students might describe differences in education or prior work experience on farms instead of in factories or mills.

**Page 68**

**Text Structure** Students should circle the word *erupted*.

Racial violence happened suddenly in the North as well as in the South.

**Comprehension Check** Students should draw a box around *East St. Louis*.

Tensions created by a labor strike, followed by rumors of a shooting, sparked the riot.

**Reading Strategy: Summarize** Responses will vary.

**Page 69**

**Comprehension Check** Students should underline NAACP and *National Urban League*.

Responses will vary, but may mention the persistence of inequality/racism.

**Reading Strategy: Summarize** Students should circle the heading *Community and Identity*. Responses will vary.

**Text Structure** Students should draw a box around the word *separatism*. Responses will vary.

**Page 70**

**Text Structure** Students should circle the term *labor unions*.

Responses will vary. Students might indicate that labor unions help protect workers' rights.

**Comprehension Check** Students should underline *blues and jazz thrilled admirers of all races*. Responses will vary.

**Reading Strategy: Summarize** Responses will vary. Student summaries should explain it was a period when the African American artists flourished in Harlem, a neighborhood in New York City.

**Page 71**

**Text Structure** Students should underline *the start of the Great Depression*.

It slowed down the migration of African Americans from the South to the North.

**Comprehension Check** Students should underline the phrase *prejudice, segregation, and discrimination*. African Americans had formed strong new communities and developed a vital new sense of identity.

**Reading Strategy: Summarize** Responses will vary.

**Page 72**

**Retell It!** Responses will vary.

**Reader's Response** Responses will vary.

**Think About the Skill** Responses will vary.

**Page 74**

**Edit for Meaning**

**Paragraph 1**

**Error:** white voters

**Correction:** black voters

**Paragraph 2**

**Error:** Federal government

**Correction:** state government

**Page 75**

**Focus on Details**

**Across**

1. PREJUDICE
5. DEPRESSION
8. EQUALITY
10. ADVOCATE

**Down**

2. CONSTITUTION
3. RELATIVELY
4. RAPIDLY
6. DISCRIMINATION
7. AMENDMENTS
9. URBAN

**Page 78**

**Use What You Know** Responses will vary.

**Text Structure** Students should draw a box around the subtitle *An Interview with Mark Moffett by Alex Chadwick*.

The subtitle tells you the article is an interview, who is being interviewed, and the name of the interviewer.

**Reading Strategy: Distinguish Fact from Opinion** Students should circle *unique, alien, and simple*.

Responses will vary.

**Page 79**

**Comprehension Check** Students should underline *moving around constantly as they run out of food*.

Responses will vary, but may mention that there is not enough available food.

**Text Structure** Students should circle *massive*. And the really critical thing is the way they actually attack, the way they work together in these very large raids that they organize.

**Reading Strategy: Distinguish Fact from Opinion** Students should underline *they are migratory, moving around constantly as they run out of food*.

It is a fact because it can be proven to be true.

**Page 80**

**Text Structure** Students should circle *MM* and *AC*. Responses will vary, but may mention opposing viewpoints and ease of reading.

**Comprehension Check** Students should draw a box around *You could imagine being down at the ant’s level and suddenly, over the crest of the hills, would appear untold numbers of horrific warriors rushing ahead.* Responses will vary.

**Reading Strategy: Distinguish Fact from Opinion** Students should underline *They’re often called “driver ants” in parts of the world because they actually drive their prey ahead of them.* It is a fact because it can be proven to be true.

### Page 81

**Comprehension Check** Students should underline *Basically all they can do is tell night from day.* They use smell and vibrations to move around and communicate with each other.

**Text Structure** Students should circle the word *potentially.* Responses will vary.

**Comprehension Check** Students should underline *through very simple communication symbols, they can organize vast groups.* This fascinates many scientists because they can see how this might apply to other areas of science, such as technology.

### Page 82

**Comprehension Check** Students should underline *A single army ant is basically incompetent—it’s a soldier trained to do certain things very well.* No, the intelligence of a single ant does not matter because there are thousands of them acting together.

**Text Structure** Students should circle the word *swarm.* Responses will vary. Students should list insects such as bees, mosquitoes, flies, wasps, etc.

**Reading Strategy: Distinguish Fact from Opinion** Students should underline the sentence *They’re killing huge numbers of prey constantly during these attacks.* It is fact because it can be proven to be true. Responses will vary. Students might suggest counting the number of prey killed, for example.

### Page 83

**Comprehension Check** Students should draw a box around *over 130 species.* America

**Text Structure** Students should underline *workers within one ant colony can vary quite a bit in size and shape and do different tasks or play different roles.* Responses will vary. Students might suggest that polymorphism can be helpful because there is a variety of different workers within a group.

**Comprehension Check** Students should draw a box around *people like entomologists and anybody silly enough to get close to army ants. They attack vertebrates.* They do this to protect the colony.

### Page 84

**Reading Strategy: Distinguish Fact from Opinion** Students should underline the sentence *I’m doing this book for Harvard and I’m going around the world, often looking for the coolest jaws going.* It is an opinion because it can’t be proven to be true.

**Text Structure** Students should circle the term *bizarre.* Responses will vary. Sample answers include odd, weird, etc.

**Comprehension Check** Students should draw a box around *to pierce vertebrates.* They can bite deeply, perhaps to the bone.

### Page 85

**Comprehension Check** Students should circle the word *gorgeous.* Responses will vary.

**Reading Strategy: Distinguish Fact from Opinion** Students should underline *these look like alien creatures, maybe from a bad dream.* Moffett also thinks they look alien, but in a good way.

**Comprehension Check** Students should underline *a lot of the genetics.* Responses will vary.

### Page 86

**Retell It!** Responses will vary.

**Reader’s Response** Responses will vary.

**Think About the Skill** Responses will vary.

### Page 88

**Edit for Meaning**  
**Paragraph 1 error:** moving in a very disorganized way

**Correction:** moving in a very organized way

**Paragraph 2 error:** farmer

**Correction:** soldier

### Page 89

**Focus on Details**

- |                |                         |
|----------------|-------------------------|
| 1. DECEPTIVELY | 6. SIGNALS              |
| 2. SPECIES     | 7. BLIND                |
| 3. GENETICS    | 8. BONE                 |
| 4. ELABORATE   | 9. POLYMORPHISM         |
| 5. MIGRATORY   | <b>Answer: SOLDIERS</b> |

**Page 92**

**Use What You Know** Responses will vary.

**Text Structure** Students should circle *800 kilometers per hour (500 mph) and 15 minutes.*

**Reading Strategy: Identify Cause and Effect**

Students should underline *When the waves finally stopped seven hours later, towns, cities, fishing villages, and tourist resorts lay in ruins.*

More than 280,000 people had died.

**Page 93**

**Text Structure** Students should draw a box around *Harbor Waves.*

Responses will vary, but may indicate the section will describe the kind of waves that are part of a tsunami.

**Reading Strategy: Identify Cause and Effect**

Students should underline *“tsu” meaning harbor and “nami” meaning waves.*

They are named after harbors because that is where they are most often observed and are most destructive.

**Comprehension Check** Students should circle *Tides are the regular, daily rise and fall in water levels.* Responses will vary, but should indicate that tidal waves are regular and predictable and not as fast or strong as tsunamis, which are irregular and rare events.

**Page 94****Reading Strategy: Identify Cause and Effect**

1. Underwater earthquake; 2. Underwater volcano  
Students should underline the sentence *Both of these events cause a large amount of water to move, sending waves speeding out in all directions.*

**Text Structure** Students should draw a box around *a state of balance.*

Responses will vary.

**Comprehension Check** Students should circle *The main differences between tsunami waves and normal ocean waves are size, speed, and origin.*

Responses will vary, but should include the idea that tsunami waves are big, fast, and triggered by violent events.

**Page 95**

**Comprehension Check** Students should circle *the distance between one crest and the next.*

Responses will vary, but should mention the relationship between wavelength and energy.

**Reading Strategy: Identify Cause and Effect**

Students should draw a box around *Tsunamis have very long wavelengths.*

Responses will vary, but should include the idea that tsunamis reach shore with a great deal of force that's too strong to outrun, which means people can be hurt or killed.

**Comprehension Check** Students should underline *A tsunami begins when an underwater disturbance suddenly displaces a column of water.*

Responses will vary, but should include the idea that a lot of water is displaced and energy is released.

**Page 96**

**Comprehension Check** Students should underline *Tsunami waves in the open ocean are difficult to see because their long wavelengths stretch them out and keep them low.*

These waves are often less than a few feet high out on the ocean.

**Reading Strategy: Identify Cause and Effect**

Students should circle *When a tsunami wave reaches shallower water, the bottom of the wave begins to drag along the ocean floor.*

Responses will vary, but should mention that water piles up behind the wave and it grows taller.

**Text Structure** Students should draw a box around *massive.*

Responses will vary.

**Page 97**

**Text Structure** Students should draw boxes around *Earthquakes and Volcanoes.*

Responses will vary, but should indicate that these two sections will describe how earthquakes and volcanoes can create tsunamis.

**Comprehension Check** Students should underline *Underwater earthquakes are more likely to cause large tsunamis that travel across the entire ocean.*

Responses will vary, but should include the idea that if the ocean floor heaves up or drops down, that will cause a disturbance on the water's surface.

**Reading Strategy: Identify Cause and Effect**

Students should circle *tons of rock and lava.*

Responses will vary, but should include the displacement of water.

**Page 98****Reading Strategy: Identify Cause and Effect**

Students should circle *above the water and in the ocean, where there are underwater mountains.*

A landslide can cause a tsunami because rock and dirt from the landslide quickly displace a lot of water, creating a tsunami.

**Comprehension Check** Students should underline *An asteroid could cause a tsunami by crashing into the ocean and displacing a large volume of water.* No, because this has never been recorded in human history.

**Text Structure** Students should draw a box around *become extinct.* Responses will vary.

### Page 99

**Text Structure** Students should draw a box around the bulleted list at the top of the page under the heading *What you will need.* The list names all the things you need to simulate a tsunami and complete the experiment.

**Comprehension Check** Students should circle *Pack the sand against one of the short sides of the container. Shape it into a slope.* The sand represents the side of a hill or a mountain on a shore.

**Reading Strategy: Identify Cause and Effect** Students should underline *The largest clump will cause the most destruction on shore.* It simulates the displacement of water that causes a tsunami.

### Page 100

**Retell It!** Responses will vary.

**Reader's Response** Responses will vary.

**Think About the Skill** Responses will vary.

### Page 102

#### Edit for Meaning

**Paragraph 1 error:** When a volcano at the bottom of the sea erupts

**Correction:** When a volcano located near the shore erupts

**Paragraph 2 error:** The second way starts on the ocean's surface.

**Correction:** The second way starts underwater.

### Page 103

#### Focus on Details

- |                |               |
|----------------|---------------|
| 1. energy      | 6. harbor     |
| 2. equilibrium | 7. geologists |
| 3. waves       | 8. drags      |
| 4. indian      | 9. lava       |
| 5. earthquakes | 10. tidal     |

E + + + + Y + + + + G + + + +  
+ A + + G + + + + + E + + + +  
+ + R R + + + + + O + + + +  
+ + E T + W A V E S L + + + +  
+ N + + H + + + + + O + I + +  
E + + + + Q + + + + G + N + +  
+ T I D A L U + + + + I + D + +  
+ + + + + + + A + + S + I + +  
+ + + + + + + K + T + A + +  
+ + + + S + + + + E S + N + +  
+ + + G L + + + + + S + + + +  
+ + A + H A R B O R + + + + +  
+ R + + + + V + + + + + + + +  
D + + + + + + A + + + + + + +  
+ + + + E Q U I L I B R I U M

### Page 106

**Use What You Know** Responses will vary.

#### Reading Strategy: Compare and Contrast

Students should underline *Plants are found only in the sunlit surface waters, where there is enough light for growth.*

Responses will vary, but should explain that animals are found at all depths of the oceans, including the sunlit zone.

**Text Structure** Students should circle *500 meters (1,640 ft.).*

Sperm whales find squid at great depths.

### Page 107

**Comprehension Check** Students should circle *oceanographers.*

Responses will vary, but may include the idea that it can be helpful to divide it into zones to better understand how the plants and different animals live in those areas.

**Text Structure** Students should underline *Oceanographers divide the ocean up into broad zones, according to how far down sunlight penetrates.*

1. Sunlit zone;
2. Twilight zone;
3. Dark zone;
4. Abyss

#### Reading Strategy: Compare and Contrast

Students should draw boxes around *dark zone* and *abyss.*

Responses will vary, but should mention that the temperatures are colder there than in the other zones and that the abyss is much deeper than the dark zone.

### Page 108

**Comprehension Check** Students should draw a box around *minute.*

Responses will vary, but should include the idea that they are very tiny.

**Reading Strategy: Compare and Contrast**

Students should underline *along the ocean's surface*. Responses may vary, but may include the idea that like other plants, they need sunlight and nutrients to grow, but unlike them they live in the ocean.

**Comprehension Check** Students should circle *Vast "meadows" of plant plankton are found in cooler waters where nutrients are brought up from the bottom during storms*. There are fewer nutrients in the tropics.

**Page 109**

**Comprehension Check** Students should underline *animal plankton*. Responses will vary, but should note that animals eat plants for their nutrients and that animal plankton are too small to eat anything else.

**Text Structure** Students should draw a box around *predator*. Responses will vary.

**Reading Strategy: Compare and Contrast**

Students should circle *herring* and underline *dolphins, whale sharks or blue whales*. Responses will vary, but should mention that they both eat ocean animals, but small fish eat animal plankton while larger animals eat the fish.

**Page 110**

**Comprehension Check** Students should circle *fish, mammals, and reptiles*. Responses will vary, but should include the idea that it is easier for scientist to explore the sunlit zone.

**Reading Strategy: Compare and Contrast**

Some animals inhabit the sunlit zone and others visit it to feed. Responses will vary, but should include the idea that when you inhabit a place you live there permanently and when you visit you are only there temporarily.

**Comprehension Check** Students should underline *to feed*. Responses will vary, but should mention the scarcity of food in deeper zones.

**Page 111****Reading Strategy: Compare and Contrast**

Students should circle *polyp*. Responses will vary, but should contrast the hard skeleton with the soft body.

**Text Structure** Students should draw a box around *microscopic*. Responses will vary.

**Comprehension Check** Students should underline *microscopic, single-celled algae*. Responses will vary, but should note that algae needs sunlight to grow.

**Page 112**

**Comprehension Check** Students should underline *They support an extraordinary variety of marine life, from multitudes of brightly colored fish to giant clams wedged into rocks*.

Responses will vary but should include that the reefs provide places for animals to find hiding places and shelter.

**Text Structure** Students should draw a box around *wedged*. Responses will vary.

**Comprehension Check** Students should circle *coral caves and crevices*. It recycles scarce nutrients from the clear, blue tropical waters.

**Page 113**

**Text Structure** Students should draw a box around *The Twilight Zone*.

Responses may vary, but should indicate that this section will describe the environment of the twilight zone and the animals that live there.

**Comprehension Check** Students should underline *Between the bright sunlit waters of the upper ocean and the pitch-black depths is the half-light of the twilight zone*.

Responses will vary, but should mention the dimness of the light, which might look similar to the dimming light that occurs just after sunset.

**Reading Strategy: Compare and Contrast**

Students should circle *lantern fish* and *a variety of squid*, and underline *lancetfish*. Responses will vary, but may mention that they have adapted to different environments.

**Page 114**

**Comprehension Check** Students should circle *black*.

Responses will vary, but should mention that this color makes them invisible to predators.

**Text Structure** Students should draw a box around *scarce*. Food is hard to find in the cold, dark depths.

**Comprehension Check** Students should underline *Being lightweight helps fish in the dark zone maintain neutral buoyancy*.

Responses will vary, but may include the idea that this lets them spend less energy in their food-scarce environment.

## Page 115

**Text Structure** Students should draw a box around *The bottom of the deep ocean is not an easy place to live.* The list should contain the following:

1. pitch-black;
2. water is almost freezing;
3. little food

### **Reading Strategy: Compare and Contrast**

Students should underline *Some grow anchored to the seabed and have long stems to keep their feeding structures clear of the ooze.*

Responses will vary, but should indicate that other animals can walk around, but both kinds avoid stirring up the ooze.

**Comprehension Check** Students should circle *Some animals, such as sea cucumbers, feed on the seabed by extracting food particles from the ooze.* Responses will vary.

## Page 116

**Retell It!** Responses will vary.

**Reader's Response** Responses will vary.

**Think About the Skill** Responses will vary.

## Page 118

### **Edit for Meaning**

**Paragraph 1 error:** cool in the summer and warm in the winter

**Correction:** warm in the summer and cool in the winter

**Paragraph 2 error:** which has plenty of light and is not as deep as the other zones

**Correction:** which is darker and deeper than the other zones

## Page 119

### **Focus on Details**

- |              |                 |
|--------------|-----------------|
| 1. sunlight  | 6. polyps       |
| 2. tentacles | 7. lanternfish  |
| 3. twilight  | 8. extract      |
| 4. dark      | 9. tropics      |
| 5. plankton  | Answer: shelter |

## Page 122

**Use What You Know** Responses will vary.

**Text Structure** Students should circle the word *prosperous* and underline *rich and successful.* Responses will vary.

**Reading Strategy: Identify Problems and Solutions** Students should underline *they had created a surplus of crops. As a result, the price of wheat and other crops had fallen.* Responses will vary, but should indicate that the farmers borrowed money from banks to continue farming.

## Page 123

**Comprehension Check** Students should underline *If the price of a stock dropped, the investor lost money.* Responses will vary, but should indicate that buying stocks on margin means that an investor borrows money from a bank or other financial institution to make the investment.

**Text Structure** Students should underline *The Stock Market Crash.*

Responses will vary, but should indicate that the stock market was not going to do very well.

**Comprehension Check** Students should underline *On October 24, 1929, a day that came to be called Black Thursday, investors panicked and rushed to sell their stocks.*

Responses will vary, but should indicate that on Black Thursday stock prices fell and many people began to lose money on the stocks they owned.

## Page 124

**Comprehension Check** Students should underline *Although the stock market crash alone did not cause the Great Depression, it signaled that the catastrophe had begun.*

It occurred on Tuesday, October 29, 1929 and was called Black Tuesday.

**Text Structure** Students should circle *The downturn in the economy affected almost everyone, rich and poor alike.*

Responses may vary. Students should list two of the following details: Men and women raced to the bank to remove their savings. Owners shut down their businesses. Workers were laid off. More than a quarter of America's work force was unemployed.

**Reading Strategy: Identify Problems and Solutions** Students should underline *Over the next three years thousands of banks failed.* Responses will vary.

## Page 125

**Comprehension Check** Students should underline *The homeless created whole villages of flimsy tents and cardboard shelters called "Hoovervilles" after President Hoover, whom many blamed for the country's woes. Some of the homeless hid in the boxcars of trains and rode from town to town, becoming known as tramps or hoboes. They sold pencils and apples on the street.*

**Text Structure** Students should circle *fertile* and underline *able to produce a lot of plants.* Responses will vary.

**Comprehension Check** Students should underline *Dry from drought and overuse, the soil began to blow away in great clouds of dust.* Responses will vary, but should include three of the following: dust covered cars, dust blew through windows, dust settled on food, dust burned eyes, or dust sometimes grew so thick that it blocked sunlight.

**Page 126**

**Comprehension Check** Students should draw a box around *When banks foreclosed, farmers lost everything they owned. Tenant farmers, who rented land from a bank or landlord, could not pay their rent. Farmers by the thousands were forced from their homes in the early 1930s and traveled west in search of a new way of life.*

The Dust Bowl was the area that was struck by drought.

**Text Structure** Students should circle *migrant labor*. Responses will vary.

**Comprehension Check** Students should underline *unemployment insurance* and *Social Security*. No.

**Page 127**

**Comprehension Check** Students should underline *Like many other business and government leaders—both then and now—he believed that the nation’s economy worked best when government did not interfere in business and industry.*

He had been a successful mining engineer as well as Secretary of Commerce.

**Text Structure** Students should circle *drastic*. Responses will vary.

**Reading Strategy: Identify Problems and Solutions** Students should underline *He asked Congress for money to begin ambitious public works projects such as bridges, roads, and dams—projects intended to put the unemployed back to work.* Responses may vary, but should indicate that these solutions were in opposition to his earlier opinion.

**Page 128**

**Text Structure** Students should circle *despairing*. Responses will vary.

**Reading Strategy: Identify Problems and Solutions** Students should underline *In 1921, at the age of 39, he had contracted polio. The disease had left him unable to walk without assistance, and he generally used a wheelchair.*

Responses will vary, but might indicate the problem helped him have sympathy for the suffering of others.

**Comprehension Check** Students should underline *Federal Deposit Insurance Corporation*. Responses will vary.

**Page 129**

**Reading Strategy: Identify Problems and Solutions** Students should underline *The CCC hired jobless young people to work outdoors, planting trees, fighting forest fires, and building roads and bridges.* Responses will vary, but may suggest that this program not only put people back to work, it also improved the way of life in the country.

**Comprehension Check** Students should circle *The Tennessee Valley Authority*. Responses may vary, but should include the idea that they had electricity for the first time.

**Text Structure** Students should draw a box around *allocated*. Responses may vary.

**Page 130**

**Text Structure** Students should draw a box around *Roosevelt’s policies were controversial*. Responses will vary.

**Reading Strategy: Identify Problems and Solutions** Students should underline *They worried that New Deal programs would burden both businesses and the public with high taxes and encourage individuals to depend too much on federal aid.* Responses will vary.

**Comprehension Check** Students should circle *Still, the majority of Americans felt thankful to Franklin Delano Roosevelt for his achievements on their behalf.* America’s entry into World War II in 1941 brought the Great Depression to an end. Answers to the second question will vary.

**Page 131**

**Reading Strategy: Identify Problems and Solutions** Students should draw a box around *Milton Ager and Jack Yellen*. Responses will vary.

**Comprehension Check** Students should underline *Happy days are here again* five times. Responses will vary, but students should point to the optimism of the song as one reason Roosevelt would have chosen it.

**Page 132****Reading Wrap-Up**

**Retell It!** Responses will vary.

**Reader’s Response** Responses will vary.

**Think About the Skill** Responses will vary.

**Page 134**

**Paragraph 1 error:** had tons of money to buy things, production increased at a fast pace

**Correction:** had little or no money to spend, production slowed almost to a stop

**Paragraph 2 error:** workers were able to find new and better-paying jobs

**Correction:** workers were laid off

### Page 135

#### Across

5. BOXCARS
7. HOOVERVILLES
9. HOMELESS

#### Down

1. INVESTOR
2. ELECTRICITY
3. ROOSEVELT
4. PENSION
5. BREADLINES
6. DROUGHT
8. ECONOMY

### Page 138

**Use What You Know** Answers will vary.

**Text Structure** Students should circle *Extreme Weather*.

Responses will vary.

#### **Reading Strategy: Use Prior Knowledge**

Students should underline one detail they already knew from the first paragraph.

Responses will vary.

### Page 139

**Comprehension Check** Students should underline *Because of Earth's position and movement in relation to the sun, the sun's heat makes our world warmer in certain places, such as near the equator; at certain times, such as mid-day; and during certain seasons, such as summer.*

The sun's energy takes the form of heat. The heat warms the earth and the earth warms the air.

**Text Structure** Students should underline *When a large body of air has the same basic temperature and moisture throughout, it is called an air mass.*

No.

#### **Reading Strategy: Use Prior Knowledge**

Students should underline *The average weather in a place over a long period of time is called climate.*

Responses will vary.

### Page 140

**Comprehension Check** Students should underline *When masses of warm, humid air collide with masses of cooler or cold air, dramatic weather events such as storms often take place.*

Dramatic weather events such as storms take place.

**Text Structure** Students should circle *changes from liquid to gaseous form* and draw a box around *changes from gas to liquid form*.

Responses may vary, but should indicate that they are not the same. When something evaporates it changes from a liquid to a gas and when it condenses the opposite happens, it changes from a gas to a liquid.

**Comprehension Check** Students should underline *Without it, everything would die.*

It falls back to the ground as precipitation in the form of rain, hail, or snow.

### Page 141

**Comprehension Check** Students should underline *Thunderstorms occur when a mass of warm, humid air meets and rises up violently through cooler air, releasing tremendous energy and creating turbulence and drenching rains.*

No. Only warm air rises; cool air sinks.

**Text Structure** Students should circle *up to 40 miles per hour*.

Responses will vary.

#### **Reading Strategy: Use Prior Knowledge**

Students should underline two details they already knew about thunderstorms.

Responses will vary.

### Page 142

#### **Reading Strategy: Use Prior Knowledge**

Students should underline *Wind-blown snow can make it impossible for someone caught in a blizzard to see beyond a few inches and can create drifts more than 20 feet deep.*

Responses will vary.

**Text Structure** Students should underline *The most furious storms on earth are known as hurricanes in the United States and as cyclones or typhoons elsewhere in the world.*

Responses will vary.

**Comprehension Check** Students should circle *As the storm is blown by wind, it gathers up heat and energy from the warm water.*

They begin over warm, tropical waters, such as the Caribbean Sea.

### Page 143

**Text Structure** Students should underline *Some hurricanes are as huge as 600 miles across, and all hurricanes have raging winds between 75 and 200 miles per hour.*

Responses will vary, but students might describe the impact on human lives, such as homes collapsing, flooding, loss of life, people drowning, and public utilities such as electricity collapsing.

**Comprehension Check** Students should underline *The winds spin in a circle around a calm center called the hurricane's eye.*

Responses will vary.

#### **Reading Strategy: Use Prior Knowledge**

Students should underline *Drought*.

Responses will vary.

### Page 144

**Comprehension Check** Students should underline *Plants and trees also hold water in their leaves and roots. It comes from underground rivers and precipitation.*

**Text Structure** Students should circle *plow up*.

Responses will vary.

**Comprehension Check** Students should underline *If the ground becomes dry from over-planting, the process of evaporation, condensation, and precipitation is interrupted.*

Responses may vary, but should indicate that farmers destroyed all the grass and over-planted.

### Page 145

**Reading Strategy: Use Prior Knowledge**

Students should circle *Forecasting the Weather.*

Responses will vary.

**Text Structure** Students should draw a box around *predict.*

Responses will vary.

**Comprehension Check** Students should underline *In recent years, technological advances have brought considerable improvements to the science of weather forecasting.*

Responses will vary, but may include that even though extreme weather may be forecasted, there may be nothing to do to prevent it from happening and that forecasting is not an exact science.

### Page 146

**Reading Wrap-Up**

**Retell It!** Responses will vary.

**Reader's Response** Responses will vary.

**Think About the Skill** Responses will vary.

### Page 148

**Paragraph 1 error:** Hurricanes quickly gain speed once they reach land.

**Correction:** Hurricanes slowly lose power once they reach land.

**Paragraph 2 error:** the hurricane's fury quickly dies down

**Correction:** the hurricane's fury returns

### Page 149

- |                  |                       |
|------------------|-----------------------|
| 1. AIR MASS      | 6. HEAT               |
| 2. WATER CYCLE   | 7. LIGHTNING          |
| 3. PRECIPITATION | 8. BLIZZARDS          |
| 4. CLIMATE       | 9. DROUGHT            |
| 5. HURRICANE     | Answer: TORNADO ALLEY |

### Page 152

**Use What You Know** Responses will vary.

**Text Structure** Students should underline *the Montgomery Bus Boycott; the sit-ins; and the Birmingham campaign.*

Responses will vary but should indicate that the introduction lets readers know they will be reading about important incidents that took place during the Civil Rights movement.

**Reading Strategy: Take Notes** Students should circle *December 1, 1955.*

Responses may vary, but should indicate that Parks was African American and in many parts of the South it was against the law for an African American to refuse to give up his or her seat to a white person.

### Page 153

**Comprehension Check** Students should circle *the NAACP.*

Rosa Parks was small, soft spoken, and well liked by members of the community.

**Reading Strategy: Take Notes** Students should underline *not riding the public buses for one day.* Responses will vary. Sample answers: "The Aftermath of Rosa Parks's Arrest" or "The Call for a Boycott."

**Text Structure** Students should draw a box around *enact.*

He saw the boycott as an ideal way to bring about social reform through nonviolent protest.

### Page 154

**Comprehension Check** Students should underline *over a year.*

Responses will vary, but should indicate that people might not have a way to get to places they needed to go and had to walk or find rides.

**Text Structure** Students should underline *"Hate cannot drive out hate," he said. "Only love can do that."* Responses will vary.

**Reading Strategy: Take Notes** Students should underline *the Supreme Court ruled that Alabama's bus segregation law was unconstitutional.*

It meant that African Americans could ride the bus without being forced to get up when white people wanted their seats.

### Page 155

**Comprehension Check** Students should circle *Leaflets.*

Responses will vary.

**Reading Strategy: Take Notes** Students should underline *On February 1, 1960, four African-American male students from the North Carolina Agricultural and Technical College in Greensboro sat down at the F.W. Woolworth Company lunch counter.*

Responses will vary, but should indicate the students were protesting a law they felt was unjust.

**Text Structure** Students should circle *which involves breaking a law one considers unjust in order to change it.* They did not leave the counter.

## Page 156

**Comprehension Check** Students should circle *Word quickly spread around college campuses and African-American students in other cities throughout the country began to enact similar sit-ins at segregated lunch counters, with many targeting the Woolworth Company in particular.*

Responses may vary, but should indicate that only four students protested on the first day.

**Reading Strategy: Take Notes** Students should underline *Whenever this occurred, a new group of students quickly took their places at the counter.* Responses will vary.

**Text Structure** Students should underline *over 70,000 African Americans across the country had participated in sit-ins, and more than 3,000 had been arrested.*

Seventy thousand participated and three thousand were arrested.

## Page 157

**Comprehension Check** Students should underline *Many campus organizers of sit-ins would take on adult leadership roles within the civil rights movement in the years to come.*

Responses will vary.

**Text Structure** Students should circle the article entitled *"Group Asks Protest Support."* Responses may vary but should indicate that it is part of a news article. The headline and byline are two clues that help identify it.

**Reading Strategy: Take Notes** Students should circle *the Human Relations Committee of the North Carolina Council of Churches and the North Carolina Baptist State Convention's Department of Interracial Cooperation.*

Responses will vary.

## Page 158

**Text Structure** Students should circle the word *picket.*

Responses will vary.

**Comprehension Check** Students should underline *hotels and restaurants.*

Responses will vary, but may indicate that slavery was once the accepted way of life in that part of the country.

**Reading Strategy: Take Notes**

1. They were in worse condition.
2. They had fewer supplies and other resources.

## Page 159

**Comprehension Check** Students should underline *He prevented civil rights organizers from holding rallies, and during peaceful protests he had many African-American demonstrators arrested.*

He was more moderate in his attitude toward segregation.

**Reading Strategy: Take Notes** Students should circle *Eugene "Bull" Connor and Dr. Martin Luther King Jr.*

1. Bull Connor: fought to keep Birmingham segregated.
2. Martin Luther King Jr., fought to integrate Birmingham.

**Comprehension Check** Students should underline *sit-ins and marches.*

Nonviolent; they did not hurt anyone or anything.

## Page 160

**Reading Strategy: Take Notes** Students should circle *"Letter from Birmingham Jail."*

Responses will vary, but should indicate that the letter was written to the public while he was in jail and that it explained the importance of civil disobedience to the civil rights movement.

**Text Structure** Students should draw a box around *penalty.*

Possible answer: One who breaks an unjust law must do so openly, lovingly, and with a willingness to accept the punishment.

**Comprehension Check** Students should underline *Many African Americans risked losing their jobs if they marched, and fewer demonstrators were willing to go to jail.*

Responses will vary.

## Page 161

**Comprehension Check** Students should circle *another thousand.*

Responses may vary, but should indicate that on the first day, the police avoided using force when they arrested the students, but on the second day, the police unleashed dogs and turned high-pressure fire-hoses on the students.

**Reading Strategy: Take Notes** Students should underline *Public outrage led President Kennedy's administration to intervene and serve as mediators between Birmingham's city officials and SCLC.*

1. Business leaders agreed to integrate their establishments.
2. They also agreed to do away with discriminatory hiring practices.

**Text Structure** Students should draw a box around the last paragraph.

Responses may vary, but should indicate that television images made it clear that segregation was wrong.

## Page 162

**Retell It!** Responses will vary.

**Reader's Response** Responses will vary.

**Think About the Skill** Responses will vary.

## Page 164

**Paragraph 1 error:** Birmingham, Alabama, was one of the most integrated cities in the South

**Correction:** Birmingham, Alabama, was one of the most segregated cities in the South

**Paragraph 2 error:** was a big supporter of integration

**Correction:** was a big supporter of segregation

## Page 165

### Focus on Details

Answers:

Across

2. CIVIL

3. SEGREGATION

7. ACCOMMODATIONS

8. BOYCOTT

Down

1. DISCRIMINATION

3. SYMBOLIC

4. SIT-IN

5. NONVIOLENT

6. INTEGRATE

## Page 168

**Use What You Know** Responses will vary.

**Text Structure** Students should circle *The Peace Corps: An American Ideal*.

Responses will vary.

**Reading Strategy: Scan** Students should circle the numbered list.

The list describes the goals of the Peace Corps mission.

## Page 169

**Comprehension Check** Students should underline *teaching environmental awareness and planting trees within a community*.

Responses will vary.

**Reading Strategy: Scan** Students should underline all the headings.

Responses may vary, but may include the idea that these are important ways to help other countries.

**Comprehension Check** Students should underline *Volunteers help communities capitalize on technology by teaching computer skills, developing regional databases, and implementing networks for businesses and government offices*.

Responses will vary.

## Page 170

**Comprehension Check** Students should underline *HIV/AIDS*.

Responses will vary.

**Text Structure** Students should circle *rural* and *urban*.

*Rural* relates to the country, while *urban* relates to the city.

**Comprehension Check** Students should underline *Most importantly, Peace Corps volunteers discover the richness of another culture the best way possible: by living it*.

Responses will vary.

## Page 171

**Reading Strategy: Scan** Circled key words will vary.

After college she joined the Peace Corps and was a small business development volunteer in Panama.

**Text Structure** Students should circle *nonprofit*. Responses will vary, but should indicate that *nonprofit means an organization that helps others instead of making a profit*.

**Comprehension Check** Students should underline *leadership and communication skills*.

Responses will vary, but should indicate that business people need these skills.

## Page 172

**Comprehension Check** Students should underline *Currently I work for a nonprofit microlending organization that provides small business loans to New York City business owners*.

Yes.

**Text Structure** Students should circle *As the daughter of immigrants, there is always pressure*.

Responses will vary.

**Comprehension Check** Students should underline *The idea of the Peace Corps was not such a great thing to my mother*.

Responses will vary.

## Page 173

**Comprehension Check** Students should underline *speak to other people*.

Responses may vary, but an example might be that other people may have agreed with Carmenza's decision.

**Text Structure** Students should circle *Isabel's Story*. The first section was a profile of Carmenza. The second section tells the story of another person, Isabel.

**Comprehension Check** Students should underline *We came to New York in 1968 because my husband had some relatives here*.

They moved to New York because her husband had relatives who lived there.

### Page 174

**Comprehension Check** Students should underline *This is a hard country, and if you want to succeed, you have to work hard.*  
Responses will vary.

**Text Structure** Students should draw a box around *retired.*  
Responses will vary.

**Comprehension Check** Students should underline *But then I started thinking that she would be helping my people, and she would see, with her own eyes, the scenes that I told my children about when I raised them.*  
Answers will vary.

### Page 175

**Comprehension Check** Students should underline *Carmenza is a leader, so she got along very well with the people.*  
Responses will vary.

**Text Structure** Students should circle *Update about Carmenza.*  
This section will describe what Carmenza is doing now.

**Comprehension Check** Students should draw a box around *London.*  
She works in consumer banking for a large British bank.

### Page 176

**Retell It!** Responses will vary.

**Reader's Response** Responses will vary.

**Think About the Skill** Responses will vary.

### Page 178

**Paragraph 1 error:** organize small businesses to compete against each other for resources

**Correction:** organize small businesses to work together to get resources

**Paragraph 2 error:** did not mean a lot to me

**Correction:** meant a great deal to me

### Page 179

- |                 |                 |
|-----------------|-----------------|
| 1. MALNUTRITION | 6. HUMANITARIAN |
| 2. IMMIGRANT    | 7. HIVAIDS      |
| 3. FINANCIAL    | 8. ENTREPRENEUR |
| 4. ENVIRONMENT  | 9. VOLUNTEER    |
| 5. COMMUNITY    | 10. REGION      |

### Focus on Details

Answer:

E N T R E P R E N E U R + I +  
 + + + + + R E G I O N N M +  
 M + + + + + + + + + A + M +  
 A + + + R + + + + + I + + I +  
 L + + E + E + + + R + + + G +  
 N + + + N + E + A + + + + R H  
 U + + + + V + T L + + + + A I  
 T + + + + + I A N + + + + N V  
 R + + + + N I R + U + + + T A  
 I + + + A C + + O L L + + + I  
 T + + M N + + + + N + O + + D  
 I + U A + + + + + M + V + S  
 O H N + + + + + + + + E + + +  
 N I + + + + + + + + + N + +  
 F C O M M U N I T Y + + + T +